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# INDIANA STATEHOOD DAY ESSAY CONTEST

## LESSON PLAN

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OVERVIEW: STUDENTS USE A VARIETY OF RESOURCES TO WRITE AN ESSAY ON THE CURRENT THEME OF THE INDIANA STATEHOOD DAY ESSAY CONTEST. RESOURCES MIGHT INCLUDE REVIEWING PRIMARY DOCUMENTS AND ARTIFACTS, TALKING TO COMMUNITY RESOURCE PERSONS, AND VISITING HISTORIC SITES AND BUILDINGS.

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### Learning Goals:

- Understand the current theme for the Indiana Statehood Day Essay Contest
- Understand how Indiana history is related to the student's life
- Evaluate historical information and interpret its contents
- Write an essay that communicates clearly the student's thoughts about the current Indiana Statehood Day Essay Contest theme

Depending on the theme, the following Indiana Academic Standards for Social Studies and English / Language Arts may be applied. Other standards may be applied as well, depending on the teacher and the student's chosen topic.

#### *English / Language Arts*

4.W.1  
4.W.3.2  
4.W.4  
4.W.5  
4.W.6.1  
4.W.6.1a  
4.W.6.1b  
4.W.6.1c  
4.W.6.1d  
4.W.6.1e  
4.W.6.2  
4.W.6.2a

#### *Standard 1 History*

4.1.5  
4.1.6  
4.1.13  
4.1.14  
4.1.17  
4.1.18

#### *Standard 2 Civics*

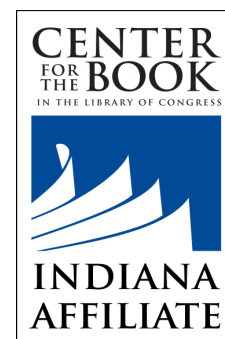
4.2.5  
4.2.7

#### *Standard 3 Geography*

4.3.9  
4.3.10

#### *Standard 4 Economics*

4.4.5  
4.4.7



**Each year, Indiana 4th grade students are invited to submit an essay for the Indiana Statehood Day Essay contest. The essay is limited to 100-300 words.**

Successful essays will follow the objectives outlined out in the Indiana Educational Standards for Informative Writing: 4.W.3.2.

Essays should have an introductory statement with a clear main idea related to the annual theme for the Indiana Statehood Day Essay contest. Past themes have included: “What Does Indiana Mean to Me?” “Hoosier Bicentennial Heroes” and “Hoosier Bicentennial Moments.”

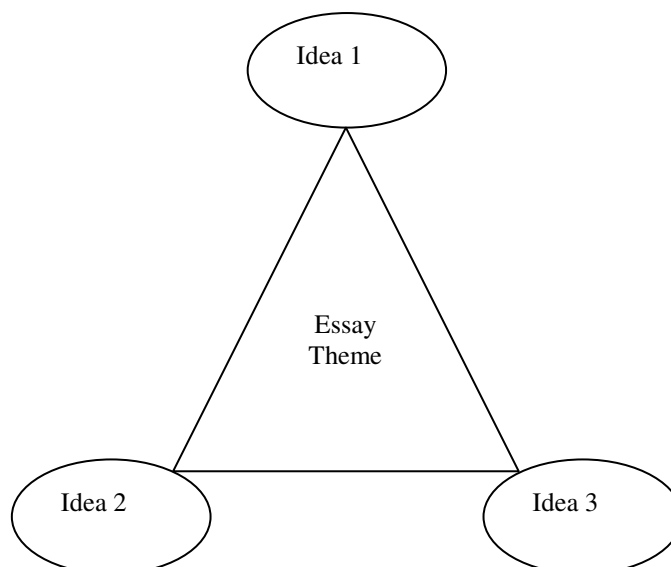
Students should include supporting paragraphs with topic and summary sentences. Students should provide facts and specific details and examples from various sources including texts. Students are encouraged to collect quotes from family members and community resource persons. Students are encouraged to visit historic sites and buildings.

Essays should provide a concluding statement or section.

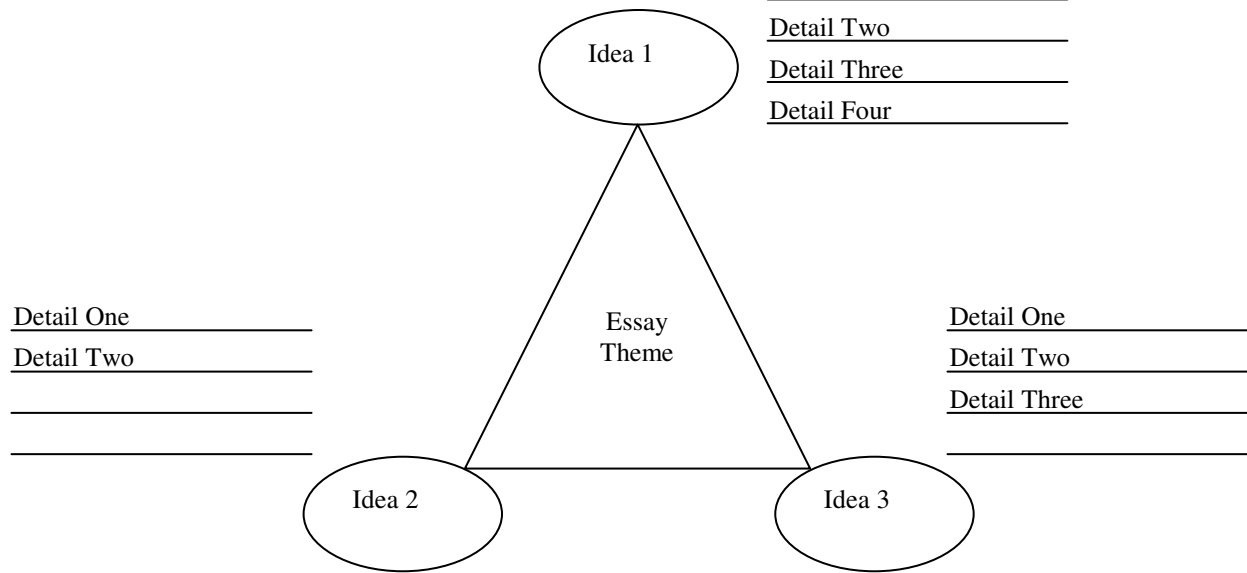
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### Day One:

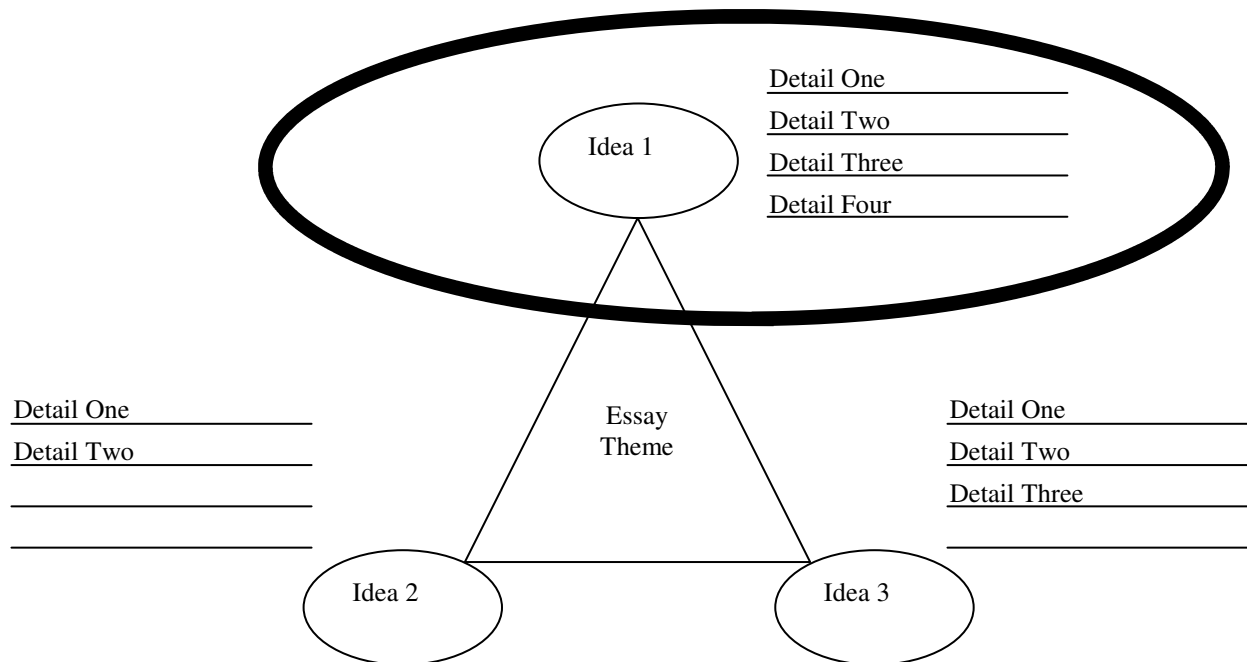
- Review with students the history of Indiana Statehood. Focus on Indiana Academic Standards / Social Studies: Standard 1 History: Statehood: 1816-1851—4.1.5 and 4.1.6.
- Discuss the current theme with your students. The judges for the Statehood Day essay contest accept a broad interpretation of the theme each year. What does the theme mean to you and your students? (4.W.4)
- Choose a topic. Do the following exercise to help your students come up with a topic for their essay. Have them fill out the diagram with the essay theme and their ideas. See student handout at the end of this packet.



- Add details to their ideas as shown.



- Choose the idea that the student has the most details about.



- **Homework for Day One: - Journal Sheet:** Students should take one week to journal on their chosen topic. During that week they might visit a historical site, speak to family members, or do other reflection or research on their themes. Journals and notes should total about 250 words but do not have to be formally presented. (4.W.4)

- **Day Two:** Review Assignment. Answer questions about journaling.

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**Day Three:** No in-class work on the Statehood Day Essay. Students journal at home.

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**Day Four:** Remind students that their journals will be due in two days.

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**Day Five:** Remind students to bring in their journals the following day.

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**Day Six:** Journals are due.

- In Class: Put the students in small groups of 2-4 students. Using their journals as a guide, students should interview each other about their chosen topics and the facts and details they have discovered. Consider using this resource as a guide for this section of the lesson plan: <http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html>
  - 1. Tell me about your topic.
  - 2. How does your topic relate to the current Indiana Statehood Day theme?
  - 3. Is your topic historical or contemporary?
  - 4. What is a fact or detail that you learned about in journaling about your topic?
  - Homework: Students are now ready to do the first draft of their essay. Essays should be 100-300 words.
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**Day Seven:** Remind Students to be working on their essays.

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**Day Eight:** Remind Students to be working on their essays.

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**Day Nine:** First Draft Due.

- In class: Put the students in small groups of 2-4 students. Have them trade their papers and assist each other in identifying the following parts of their essays:
    - \* Introductory Statement with clear main idea
    - \* Supporting paragraphs
    - \* Closing section or statement
  - One on One student review: The teacher meets with each of the students one on one about their essays. The teacher will give them pointers on how to improve their essays.
  - Homework: Students should revise their essays taking into account the feedback that they have received from their classmates and their teacher.
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**Day Ten:** Remind students to be revising their essays.

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**Day Eleven:** Remind students to be revising their essays.

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**Day Twelve:** Final Essays Due: Final essays should be 100-300 words neatly presented following the rules for the Indiana Statehood Day Essay Contest.

# Fourth Grade | Indiana Student Essay | Statehood Competition | Day

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The Indiana State House Tour Office in conjunction with the Indiana Center for the Book and the Indiana State Library hosts an essay competition every year to commemorate Indiana Statehood Day, a celebration of Indiana's birthday. Every year there is a different theme. For additional information on the essay contest and the current theme, please visit: [in.gov/library/statehood.htm](http://in.gov/library/statehood.htm). Winners of the essay contest will be honored at the Statehood Day Celebration at one of four participating locations on Statehood Day annually.

## Annual essay contest rules:

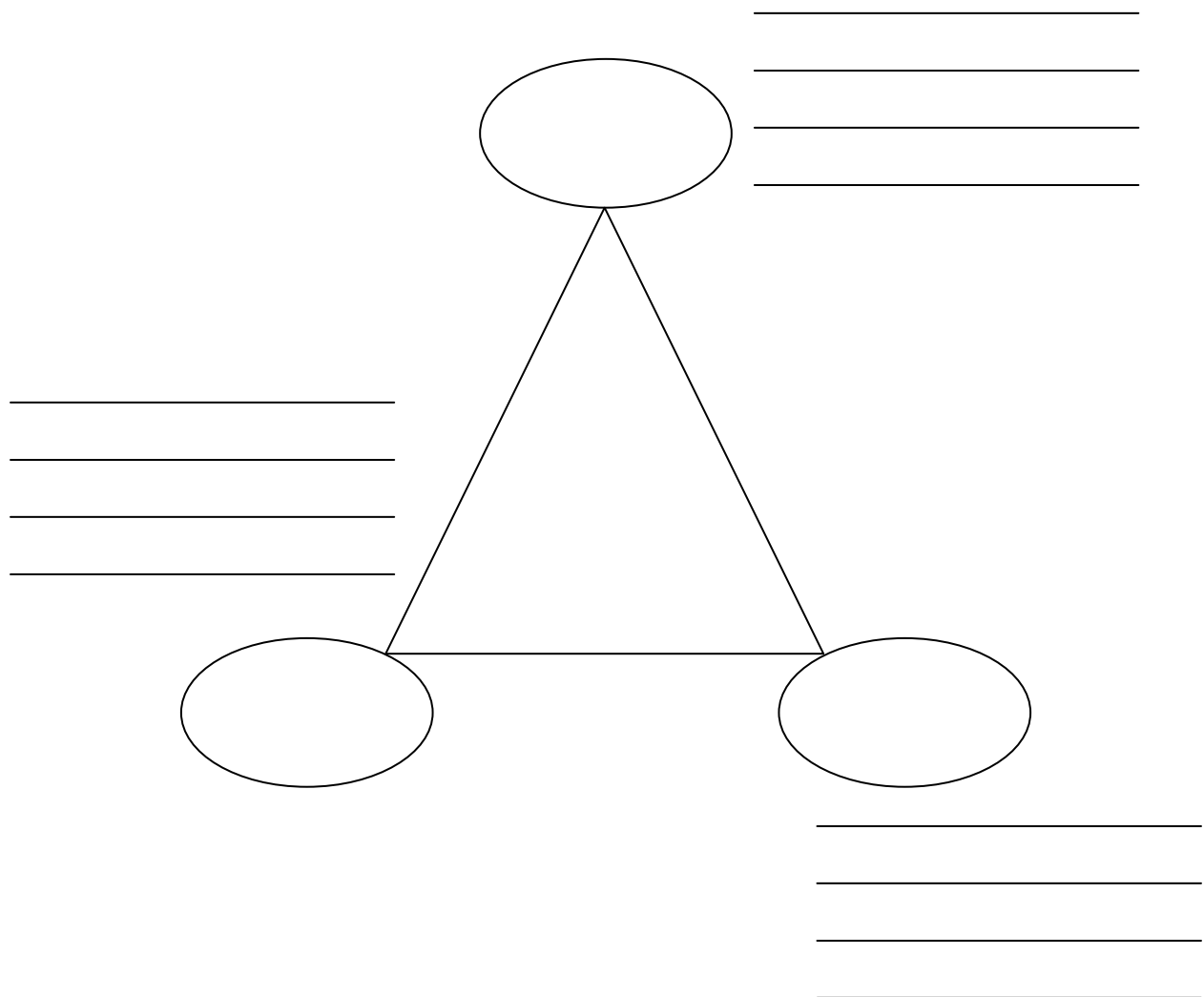
- The competition is open to **any Indiana fourth grade** public, private or homeschooled student in the current school year.
- Essays must range from **100 to 300** words, handwritten or typed.
- Essays should be submitted according to the rules listed on the website.  
[www.in.gov/library/statehood.htm](http://www.in.gov/library/statehood.htm)
- **Essays should be reflective of the theme** and convey clear thoughts. The judges will be accepting a broad interpretation of the theme.
- **Essays must be postmarked by the deadline.** For more information visit [www.in.gov/library/statehood.htm](http://www.in.gov/library/statehood.htm)
- A panel of judges will choose **first, second, third, and fourth** place winners.

For more information on the current year's contest visit:

**[www.in.gov/library/statehood.htm](http://www.in.gov/library/statehood.htm)**

Name: \_\_\_\_\_

Listen to the instructions from your teacher to fill out this diagram.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Journal Sheet for Statehood Day Essay Contest

Use this page to write down notes about your Statehood Day Essay Topic. You should have at least 250 words at the end of 5 days. You do not have to fill out every section.

The theme for this year's Statehood Day Essay Contest is: \_\_\_\_\_

\_\_\_\_\_

My topic for the theme is: \_\_\_\_\_

Ideas I already have about my topic:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Facts I learned through primary and secondary sources on my topic are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ideas I learned through talking with one person about my topic are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ideas and facts I learned through visiting a place related to my topic are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

I feel my topic is important because:

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Ideas I learned through talking with a second person about my topic:

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Here is something unique I did to help me research my topic:

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Additional notes about my topic:

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